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Wright State University Center for Economic Education Marketing Survey

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WRIGHT STATE UNIVERSITY CENTER FOR ECONOMIC EDUCATION
MARKETING SURVEY

An internship report submitted in partial fulfillment
of the requirements for the degree of
Master of Science

By

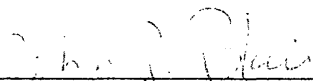
MARCIA EVERS
B.A., Wright State University, 1996

1998
Wright State University

WRIGHT STATE UNIVERSITY
DEPARTMENT OF ECONOMICS


March 21, 1998

I HEREBY RECOMMEND THAT THE INTERNSHIP REPORT PREPARED UNDER MY SUPERVISION BY Marcia K. Evers ENTITLED Wright State University Center for Economic Education Marketing Survey BE ACCEPTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF Master of Science.



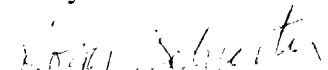
John P. Blair, Ph.D.

Faculty Supervisor



Robert Premus, Ph.D.

Faculty Reader



Roger Sylvester, Director

M.S. Program in Social and Applied
Economics

ABSTRACT

Evers, Marcia. M.S., Department of Economics, Wright State University, 1998. Wright State University Center for Economic Education Marketing Survey.

In October 1997, Wright State University's Center for Economic Education administered a survey to 1,246 primary and secondary school teachers within the Center's 15-county designated service area. The target population of the survey consisted of those teachers that incorporate economic concepts and principles in their classroom curriculum. The primary purpose of the survey was to identify the reasons why enrollments for the Center's courses were low and what could potentially be done to increase them. The results of the survey indicated that the low enrollment rates for the Center were mainly due to the need for increased advertising of the Center and the services it offers. Factors that were found not to be contributory to the low enrollments at the Center included price, the lack of demand by teachers for graduate education, and competition from other universities.

The study recommends that the Center use a more personal approach in their advertising techniques since many teachers continued to be unfamiliar with the Center and its courses while more traditional advertising methods, such as mailing flyers, were being used. The results of the survey also showed which locations, times of the day, times of the year, and course durations were most convenient for teachers to take a graduate course. Furthermore, teachers' preferences concerning course content and course emphasis were also discovered through the use of the survey. The Center for Economic Education can utilize these survey findings while making scheduling decisions in the future in order to ensure higher rates of enrollment for their courses.

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I. Introduction

Wright State University's Center for Economic Education offers courses in economics to primary and secondary school teachers. These courses not only familiarize the teachers with economics concepts and principles but provide them with the tools to teach these principles to their students as well. As of June 1997, the Center for Economic Education had been experiencing low enrollments in their courses for some time. As a result, the Center was not earning as much revenue from its courses as it potentially could have been. Subsequently, the Center decided to administer a survey in order to identify the reasons why enrollments were so low and what could possibly be done to increase them.

Incorporated in this report is a history of the Center for Economic Education. This includes a discussion of the types of courses that have been offered by the Center, a definition of the Center's service area, a comparison of the Center to other centers in Ohio that provide similar services, and an explanation about why economic education for teachers has become increasingly important since the inclusion of economic concepts on the Ohio proficiency exam. Furthermore, this report will trace the steps that were taken in the development, testing, and administering of a survey for the Center for Economic Education. Embodied in the report is a discussion of the goals of this survey and how these goals are reflected in the design of the survey. Results of the survey test are provided as well as changes made to the survey as a result of the survey test. Finally, results of the final survey are given and analyzed, and recommendations are made as to how the Center can increase its enrollments in the future.

II. History of the Center for Economic Education

The Center for Economic Education was established in 1968 in order to increase the understanding and knowledge of economics in both teachers and students in grades K-12. This is done through numerous outreach programs targeted at teachers and students, by providing credit courses and workshops for teachers, and by making educational materials available in a lending library. Since 1968, the Center's services have been available to both teachers and students within a 15-county area in Western Ohio. Because the Center for Economic Education is affiliated with Economics America, they have a protected service area and therefore there is little local competition to provide teachers with the tools and materials to teach economics. The Center's protected service area is illustrated in Figure 1.

Figure 1.



The Center for Economic Education offers several different courses for teachers. However, not all of their courses are available every quarter. Each course involves teaching economic concepts and principles to teachers, and then offers techniques that teachers can use to incorporate these topics into their classroom curriculum. The cost of the Center's courses is currently \$148 per credit hour. However, the Center covers 1/3 of this cost, so those enrolled in a course would pay approximately \$98.66 per quarter credit hour. Courses currently offered by the Center for Economic Education include:

- 1). ECO 500-03 Consumer Economics for K-12 Teachers
- 2). ECO 511-3 Principles of Economics for Teachers I
- 3). ECO 512-3 Principles of Economics for Teachers II
- 4). ECO 514-3 Economic Studies for Teachers: Economics in Action
- 5). ECO 515-3 Economic Studies for Teachers: Materials and Methods
- 6). ECO 516-1 to 6 Economic Studies for Teachers
- 7). ECO 523-3 Family Financial Security

In addition to Wright State University, there are several other universities in Ohio that are also affiliated with Economics America and therefore also have designated service areas. Because these centers have their own service area, they are not in direct competition with Wright State University. However, it is possible that a teacher living or working within WSU's service area could enroll in a course at one of these other universities. These universities include: Ashland University, John Carroll University, Rio Grande Community College, Ohio State University, Ohio University, University of Akron, and University of Cincinnati.

In comparison with these other universities, Wright State University is fairly competitive in terms of price. This is especially true with the Center for Economic Education's discount, which lowers the cost per credit hour to \$98. The cost per credit hour for Wright State University and the other universities affiliated with Economics America is shown in Table 1.

Table 1.

University	Price Per Credit Hour
University of Cincinnati	\$90 per quarter credit hour
John Carroll University	\$100 per semester credit hour
Wright State University	\$148 per quarter credit hour
Ohio State University	\$160-\$168 per quarter credit hour
University of Akron	\$175.45 per quarter credit hour
Ohio University	\$204 per quarter credit hour
Ashland University	\$250 per semester credit hour

The courses available at the other Economics America-affiliated universities vary somewhat from those offered by Wright State University. For example, in Summer 1997 John Carroll University's course listing included course titles such as "Perfect Chemistry: Science and Economics React" and "Wall Street of the Internet". The courses at Wright State cover a broader range of topics than those at John Carroll and would be more useful to teachers of all subjects. However, the classes at John Carroll explore certain topics at a greater depth and would more likely be designed for teachers of a particular subject, such as science teachers or history teachers. University of Cincinnati's Summer 1997 course offerings included "Good Ideas for Primary Teachers: Make-It, Take-It Workshop" and "Creating a Mini-Economy in Your Classroom". Like Wright State, the University of Cincinnati has courses that cover a more broad range of topics, but unlike Wright State they offer some courses specifically targeted for primary or secondary teachers. Wright

State offers a much wider selection of classes than some other schools such as Rio Grande Community College, whose only listed course is entitled “Virtual Economics”.

Other Ohio universities, although they are not affiliated with Economics America, may also offer graduate courses in teaching economics through their Masters of Education program. Wright State is very competitive in terms of price with these other universities. Some prices for these other universities are listed in Table 2. Wright State also has a further competitive advantage over these other universities because these receive teaching materials from Economic America.

Table 2.

University	Price Per Credit Hour
University of Dayton	\$138 per semester credit hour
Wright State University	\$148 per quarter credit hour
Bowling Green State University	\$256 per quarter credit hour
Xavier University	\$340 per semester credit hour

Economic education for teachers has become increasingly important since the recent inclusion of economic concepts on the citizenship section of the Ohio Proficiency Test. This came as a result of the creation of the Voluntary National Content Standards in Economics by economists and economic educators. These standards were released in January 1996 along with benchmarks, or expected achievement levels, for grades 4,8, and 12. The purpose of the national standards in economics is to make students better consumers, savers, producers, investors, and citizens¹. The increased emphasis on economic education in schools will increase the importance of those services available at Wright State University’s Center for Economic Education and other centers as well.

¹ Economics America. (1994). A Handbook: Voluntary National Content Standards in Economics-Why and What?, [Online]. Available: <http://www.economicsamerica.org/handbook.html> [1997 June].

III. Development of the Survey

The major goal of the survey is to identify the reasons why enrollment rates for Center for Economic Education are not higher. Then, having been identified, the Center can then make the necessary adjustments in order to make their services more appealing to potential consumers. The survey was developed with this goal in mind and is separated into four sections: Respondent Characteristics, Familiarity With Wright State's Center for Economic Education, Familiarity With Other Institutions, and Respondent's Preferences in Taking Graduate Courses.

Part I. Respondent Characteristics

- Q1. In what type of school are you employed?
- a) PUBLIC
 - b) PRIVATE OR PAROCHIAL
 - c) VOCATIONAL
- Q2. What is your present age?
- a) 24 YEARS OR YOUNGER
 - b) 25-34 YEARS
 - c) 35-44 YEARS
 - d) 45-54 YEARS
 - e) 55-64 YEARS
 - f) 65 YEARS OR OLDER
- Q3. What grade levels do you primarily teach?
(circle as many as apply)
- a) KINDERGARTEN TO GRADE 3
 - b) GRADES 4-6
 - c) GRADES 7-8
 - d) GRADES 9-10
 - e) GRADES 11-12
- Q4. How many years of teaching experience do you have?
- a) 1-5 YEARS
 - b) 6-10 YEARS
 - c) 11-15 YEARS
 - d) 16-20 YEARS
 - e) 21 OR MORE YEARS

- Q5. What is the highest level of education you have completed?
- a) SOME COLLEGE
 - b) BACHELORS DEGREE
 - c) 9 CREDIT HOURS AT THE GRADUATE LEVEL
 - d) 15 CREDIT HOURS AT THE GRADUATE LEVEL
 - e) 30 CREDIT HOURS AT THE GRADUATE LEVEL
 - f) MASTERS DEGREE
 - g) 15 CREDIT HOURS AT THE DOCTORATE LEVEL
 - h) PH.D.

The purpose of questions 1-5 is to find out some basic information about the Center's potential customers. This includes age, years of experience, level of education, what type of school they teach in, and what grade levels they primarily teach. While it is not essential that the Center be familiar with some of this information, it is best to start a survey with a few simple introductory questions so that the respondents can "ease into" taking the survey. However, knowing the level of education of the respondents is important because one reason for the low enrollment rates could be that teachers are choosing not to pursue higher levels of education.

Part II. Familiarity With Wright State's Center for Economic Education

Q6. Were you previously familiar with Wright State University's Center for Economic Education?

- a) YES
- b) NO - IF NO, SKIP TO Q8

Q7. If yes, how did you first become familiar with services offered by the Center for Economic Education?

- a) FLYER MAILED TO HOME
- b) FLYER MAILED TO SCHOOL
- c) POSTER ON A BULLETIN BOARD
- d) WORD OF MOUTH FROM COL-
LEAGUE
- e) WORD OF MOUTH FROM ADMIN-
ISTRATOR
- f) ON THE INTERNET

g) OTHER _____

Q8. Have you ever taken a course offered by Wright State's Center for Economic Education?

- a) YES
- b) NO - IF NO, SKIP TO Q10

Q9. If you have ever taken a course at Wright State's Center for Economic Education, how long ago was it?

- a) WITHIN THE PAST 6 MONTHS
- b) 6 MONTHS TO 1 YEAR AGO
- c) 1 YEAR TO 2 YEARS AGO
- d) LONGER THAN 2 YEARS AGO

Q10). If you were ever to take a course at Wright State's Center for Economic Education, what would be your primary reasons for taking the course? (circle as many as apply)

- a) SALARY ADVANCEMENT
- b) CAREER ADVANCEMENT
- c) CERTIFICATION
- d) TO EARN CREDIT HOURS TOWARD A
MASTERS DEGREE
- e) TO BETTER ASSIST YOUR STUDENTS
IN SUCCEEDING ON THE OHIO
PROFICIENCY EXAM
- f) ATTRACTIVE PRICE
- g) CONVENIENT LOCATION
- h) CONVENIENT TIME
- i) INTEREST IN SUBJECT MATTER
- j) OTHER _____

Questions 6-10 were designed to gauge the level of familiarity that teachers have with the Center. If respondents are not familiar with the Center or the services it offers, this may indicate that the Center needs advertise to more. Furthermore, with Question 7, the Center will be able to determine what types of advertising have been most effective in making potential customers aware of the Center in the past. For example, if the majority of the survey respondents who answered "Yes" to Question 6 also answered "C" to Question 7, this would indicate that hanging posters on bulletin boards at schools has

been the most successful means of informing teachers about the Center in the past. However, if very few teachers are familiar with the Center, the Center may need to increase all types of advertising in addition to hanging more posters on bulletin boards.

With Questions 8 and 9, the Center will be able to estimate what percentage of teachers in the Center's defined service area have taken a course with the Center. This will give further insight to the Center as to how successful the Center has been in winning customers in the past. Also, this can be compared with an estimate of the percentage of teachers in this area that have taken similar types of courses from other institutions in order to determine the Center's market share.

Finally, Question 10 will indicate what factors would propel an individual to take courses through the Center. The Center can then utilize these findings when making curriculum or advertising decisions. For examples, if the majority of respondents said that they would take a course because they wanted to help their students succeed on the Ohio Proficiency Exam, the Center could emphasize in their advertising how taking a course through the Center would help teachers achieve this goal. Likewise, if the majority of respondents said they would most likely take a course due to an interest in the subject content of the course, the Center could then devote more time to determining what types and topics of courses are considered most interesting and develop innovative course curricula including those topics.

III. Familiarity With Other Institutions

Q11. Have you ever taken a graduate course in economics or in teaching economics from another institution?

- a) YES
- b) NO - IF NO, SKIP TO Q14

Q12. If yes, from which institution did you take a course? (circle as many as apply)

- a) UNIVERSITY OF CINCINNATI
- b) BOWLING GREEN UNIVERSITY
- c) MIAMI UNIVERSITY
- d) OTHER _____.

Q13. If yes to Question 11, how long ago was it?

- a) WITHIN THE PAST 6 MONTHS
- b) 6 MONTHS TO 1 YEAR AGO
- c) 1 YEAR TO 2 YEARS AGO
- d) LONGER THAN 2 YEARS AGO

Q14. If you were ever to take a graduate course in economics or in teaching economics from another institution, what would be your primary reasons for taking the course?

(circle as many as apply)

- a) SALARY ADVANCEMENT
- b) CAREER ADVANCEMENT
- c) CERTIFICATION
- d) TO EARN CREDIT TOWARD A MASTERS DEGREE
- e) TO BETTER ASSIST YOUR STUDENTS IN SUCCEEDING ON THE OHIO PROFICIENCY EXAM
- f) ATTRACTIVE PRICE
- g) CONVENIENT LOCATION
- h) CONVENIENT TIME
- i) INTEREST IN SUBJECT MATTER
- j) OTHER _____

The responses to Questions 11-13 will indicate whether Wright State's Center for Economic Education has had low enrollment rates in their courses because teachers are choosing to take similar courses from other institutions, and if so which institutions have a large market share for this type of service. Furthermore, comparing the responses to Question 14 to the responses to Question 10 will show what, if any, differences exist in the perceptions that teachers have about that Center's services and those of other institutions. For example, if more respondents noted "Attractive Price" as a reason for

taking classes with another institution than with the Center, this would imply that other institutions offer courses at a lower cost or are at least perceived as having lower prices.

V. Respondent's Preferences in Taking Graduate Courses

Q15. If you were to enroll in a graduate course, what would be the most convenient location for taking the course?

- a) LOCAL UNIVERSITY
- b) AREA SCHOOL
- c) COMMUNITY CENTER
- d) AREA BUSINESS
- e) OTHER _____

Q16. If you were to enroll in a graduate course, what would be the most convenient time for the course to be offered?

- a) WEEKDAY AFTERNOONS
- b) WEEKNIGHTS
- c) SATURDAY (HALF DAYS)
- d) SATURDAYS (FULL DAYS)

Q17. If you were to enroll in a graduate course, what would be the most convenient time of year for the course to be offered?

- a) FALL
- b) WINTER
- c) SPRING
- d) SUMMER

Q18. If you were to enroll in a graduate course, what would be the preferred duration of the course?

- a) WEEKEND SEMINAR
- b) 1 WEEK
- c) 2 WEEKS
- d) 1 QUARTER
- e) OTHER _____

Q19. If you were to enroll in a course in teaching economics, what grade levels would you like the course to emphasize teaching techniques for?

- a) KINDERGARTEN TO GRADE 4
- b) GRADES 5-8
- c) GRADES 9-12
- d) A GENERAL COURSE COVERING
KINDERGARTEN TO GRADE 12
- e) OTHER _____.

Q20. The following is a list of possible course titles. Please rank the list as to which titles appear most interesting to you. (1=most interesting, 6=least interesting)

- ___ a) PRINCIPLES OF ECONOMICS FOR TEACHERS
- ___ b) THE ENVIRONMENT AND THE ECONOMY
- ___ c) FAMILY FINANCIAL SECURITY
- ___ d) APPLICATIONS FOR TEACHING ECONOMICS
- ___ e) ECONOMICS FORCES IN AMERICAN HISTORY
- ___ f) ECONOMIC GAMES AND SIMULATIONS

Q21. The cost per credit hour of graduate courses at Wright State is currently \$143 per credit hour. Would you be willing to enroll in a graduate course at this price?

- a) YES
- b) NO

Q22. If the price for graduate courses at Wright State was decreased to \$100 per credit hour, would you:

- a) DEFINITELY TAKE FEWER COURSES
- b) PROBABLY TAKE FEWER COURSES
- c) TAKE AS MANY COURSES AS YOU ORDINARILY WOULD
- d) PROBABLY TAKE MORE COURSES
- e) DEFINITELY TAKE MORE COURSES

Q23. If the price for graduate courses at Wright State was raised to \$200 per credit hour, would you:

- a) DEFINITELY TAKE FEWER COURSES
- b) PROBABLY TAKE FEWER COURSES
- c) TAKE AS MANY COURSES AS YOU ORDINARILY WOULD
- d) PROBABLY TAKE MORE COURSES
- e) DEFINITELY TAKE MORE COURSES

Q24. Wright State's Center for Economic Education is currently considering offering courses taught in a more non-traditional format. Which of the following types of courses would you be interested in enrolling?

- a) TELECONFERENCES
- b) COURSES OFFERED OVER THE INTERNET
- c) INDEPENDENT STUDIES
- d) OTHER _____.

Q25. Are you considering enrolling in a course offered by Wright State University's Center for Economic Education during the next year?

- a) YES
- b) NO - IF NO, SKIP TO Q26

Q26. If you are considering enrolling in a course offered by Wright State University's Center of Economic Education during the next year, during which time periods are you planning to enroll? (circle as many as apply)

- a) WINTER 1998
- b) SPRING 1998
- c) SUMMER 1998
- d) FALL 1998

Q27. Would you like more information about courses and other services offered by Wright State University's Center for Economic Education?

- a) YES
- b) NO

Q28. If you would like to offer any comments or suggestions about how Wright State University's Center for Economic Education can improve its services to better fit your needs, please do so here.

Questions 15-18 deal with what locations, times, and course durations are most appealing and convenient for teachers to take graduate course. The Center can use this information when making course-scheduling decisions in the future. This information may also provide some insight as to why enrollment rates were so low in the past. For example, according to the survey, teachers may prefer to take courses at a location different from the location that the Center normally holds their courses.

Questions 19, 20, and 24 are concerned with course content and format. The possible course titles used in Question 20 were courses currently offered by the Center, courses offered by other institutions, or courses the Center was considering adding to their curriculum. This questions will better enable the Center to determine what course topics would draw the most interest. Question 24 was included because the Center was

considering offering courses via the internet. The responses to this question will indicate if teachers would be interested in taking courses taught using this format.

Questions 21 will answer the question of whether enrollment rates were low because the price of the Center's courses was higher than some teachers were willing to pay. The responses to Questions 22 and 23 will assist the Center in making pricing decisions in the future. Although the cost per credit hour of graduate courses is determined by the university, the Center may cover a portion of the cost of a class if they choose to do so. Questions 22 and 23 can provide a rough measurement of the responsiveness of the level of enrollment to changes in price.

Finally, Questions 25, 26, and 27 will provide a measure of future interest in services offered by the Center for Economic Education. Question 27 is especially important because those individuals that express interest in the Center can have information about the Center sent to their school. Furthermore, a large amount of teachers requesting more information would be an indication that the Center needs to devote more resources to informing teachers about the services they offer.

IV. Testing the Survey

The survey was administered to a test group to verify that all the questions were understandable. In order to determine this, respondents were encouraged to write comments on the survey if the wording of a question was difficult, or if they thought the responses given were insufficient. Furthermore, the respondents were timed to ensure that the survey did not take too long to complete. Having a survey that is easy to understand and is not overly time consuming will encourage survey recipients to respond to the survey.

The survey test group used was a group of teachers gathered for a Center for Economic Education class in during summer quarter 1997. A total of 19 teachers completed the survey, and the times in which the surveys were completed ranged between seven and 10 minutes. On the following pages is the draft of the survey that was used in the survey test. Following the test survey is the tabulated results of the survey test. Also included on the survey tests results are comments from respondents or weaknesses of the survey and changes that were subsequently made to the survey as a result of these problems.

Wright State University

Center for Economic Education

Dayton, OH
(937) 775-2115

September 12, 1997

SURVEY OF EDUCATORS WHO TEACH ECONOMICS IN CENTRAL OHIO

Wright State University's Center for Economic Education offers courses to further educate teachers in economic principles so that they can better communicate these principles to their students. The center also offers to teachers a library of resources for teaching economics and the Stock Market Game, which is an interactive classroom game that teachers can use as an aid to teach students about financial markets. These services have become increasingly important to teachers since inclusion of economic concepts on the Ohio Proficiency Test.

The Center for Economic Education is currently conducting a survey in which you are being asked to participate. The results of the survey will be used to improve the services the center offers to best fit the needs of educators. We are aware of the value of your time and have thus tried to construct the questionnaire in such a way as to minimize your time and effort.

Thank you for your assistance. All information on your response will be held strictly confidential. Only the aggregate results will be made available.

Sincerely,

Marcia K. Evers, Project Coordinator

Part I. Respondent Characteristics

Q1. In what type of school are you employed?

- a) PUBLIC
- b) PRIVATE OR PAROCHIAL
- c) VOCATIONAL

Q2. What is your present age?

- a) 24 YEARS OR YOUNGER
- b) 25-34 YEARS
- c) 35-44 YEARS
- d) 45-54 YEARS
- e) 55-64 YEARS
- f) 65 YEARS OR OLDER

Q3. What grade levels do you primarily teach?

- a) KINDERGARTEN TO GRADE 4
- b) GRADES 4-6
- c) GRADES 7-8
- d) GRADES 9-10
- e) GRADES 11-12

Q4. How many years of teaching experience do you have?

- a) 1-5 YEARS
- b) 6-10 YEARS
- c) 11-15 YEARS
- d) 16-20 YEARS
- e) 21 OR MORE YEARS

Q5. What is the highest level of education you have completed?

- a) SOME COLLEGE
- b) BACHELORS DEGREE
- c) 9 CREDIT HOURS AT THE GRADUATE LEVEL
- d) 15 CREDIT HOURS AT THE GRADUATE LEVEL
- e) 30 CREDIT HOURS AT THE GRADUATE LEVEL
- f) MASTERS DEGREE
- g) 15 CREDIT HOURS AT THE DOCTORATE LEVEL
- h) PH.D.

Q7. If yes, how did you first become familiar with services offered by the Center for Economic Education?

- a) FLYER MAILED TO HOME
- b) FLYER MAILED TO SCHOOL
- c) POSTER ON A BULLETIN BOARD
- d) WORD OF MOUTH FROM COLLEAGUE
- e) WORD OF MOUTH FROM ADMINISTRATOR
- f) ON THE INTERNET
- g) OTHER _____

Q8. Have you ever taken a course offered by Wright State's Center for Economic Education?

- a) YES
- b) NO - IF NO, SKIP TO Q10

Q9. If you have ever taken a course at Wright State's Center for Economic Education, how long ago was it?

- a) WITHIN THE PAST 6 MONTHS
- b) 6 MONTHS TO 1 YEAR AGO
- c) 1 YEAR TO 2 YEARS AGO
- d) LONGER THAN 2 YEARS AGO

Q10). If you were ever to take a course at Wright State's Center for Economic Education, what would be your primary reasons for taking the course? (circle as many as apply)

- a) SALARY ADVANCEMENT
- b) CAREER ADVANCEMENT
- c) CERTIFICATION
- d) TO EARN CREDIT HOURS TOWARD A MASTERS DEGREE
- e) TO BETTER ASSIST YOUR STUDENTS IN SUCCEEDING ON THE OHIO PROFICIENCY EXAM
- f) ATTRACTIVE PRICE
- g) CONVENIENT LOCATION
- h) CONVENIENT TIME
- i) INTEREST IN SUBJECT MATTER
- j) OTHER _____

Part II. Familiarity With Wright State's Center for Economic Education

Q6. Were you previously familiar with Wright State University's Center for Economic Education?

- a) YES
- b) NO - IF NO, SKIP TO Q8

III. Familiarity With Other Institutions

Q11. Have you ever taken a graduate course in economics or in teaching economics from another institution?

- a) YES
- b) NO - IF NO, SKIP TO Q14

Q12. If yes, from which institution did you take a course? (circle as many as apply)

- a) UNIVERSITY OF CINCINNATI
- b) BOWLING GREEN UNIVERSITY
- c) MIAMI UNIVERSITY
- d) OTHER _____

Q13. If yes to Question 11, how long ago was it?

- a) WITHIN THE PAST 6 MONTHS
- b) 6 MONTHS TO 1 YEAR AGO
- c) 1 YEAR TO 2 YEARS AGO
- d) LONGER THAN 2 YEARS AGO

Q14. If you were ever to take a graduate course in economics or in teaching economics from another institution, what would be your primary reasons for taking the course? (circle as many as apply)

- a) SALARY ADVANCEMENT
- b) CAREER ADVANCEMENT
- c) CERTIFICATION
- d) TO EARN CREDIT TOWARD A MASTERS DEGREE
- e) TO BETTER ASSIST YOUR STUDENTS IN SUCCEEDING ON THE OHIO PROFICIENCY EXAM
- f) ATTRACTIVE PRICE
- g) CONVENIENT LOCATION
- h) CONVENIENT TIME
- i) INTEREST IN SUBJECT MATTER
- j) OTHER _____

IV. Respondent's Preferences in Taking Graduate Courses

Q15. If you were to enroll in a graduate course, what would be the most convenient location for taking the course? (circle as many as apply)

- a) LOCAL UNIVERSITY
- b) AREA SCHOOL
- c) COMMUNITY CENTER
- d) AREA BUSINESS
- e) OTHER _____

Q16. If you were to enroll in a graduate course, what would be the most convenient time for the course to be offered?

- a) WEEKDAY AFTERNOONS
- b) WEEKNIGHTS
- c) SATURDAY (HALF DAYS)
- d) SATURDAYS (FULL DAYS)

Q17. If you were to enroll in a graduate course, what would be the most convenient time of year for the course to be offered?

- a) FALL
- b) WINTER
- c) SPRING
- d) SUMMER

Q18. If you were to enroll in a graduate course, what would be the preferred duration of the course?

- a) WEEKEND SEMINAR
- b) 1 WEEK
- c) 2 WEEKS
- d) 1 QUARTER
- e) OTHER _____

Q19. If you were to enroll in a course in teaching economics, what grade levels would you like the course to emphasize teaching techniques for?

- a) KINDERGARTEN TO GRADE 4
- b) GRADES 5-8
- c) GRADES 9-12
- d) A GENERAL COURSE COVERING KINDERGARTEN TO GRADE 12
- e) OTHER _____

Q20. The following is a list of possible course titles. Please rank the list as to which titles appear most interesting to you. (1=most interesting, 6=least interesting)

- ____ a) PRINCIPLES OF ECONOMICS FOR TEACHERS
- ____ b) THE ENVIRONMENT AND THE ECONOMY
- ____ c) FAMILY FINANCIAL SECURITY
- ____ d) APPLICATIONS FOR TEACHING ECONOMICS
- ____ e) ECONOMICS FORCES IN AMERICAN HISTORY
- ____ f) ECONOMIC GAMES AND SIMULATIONS

Q21. The cost per credit hour of graduate courses at Wright State is currently \$143 per credit hour. Would you be willing to enroll in a graduate course at this price?

- a) YES
- b) NO

Q22. If the price for graduate courses at Wright State was decreased to \$100 per credit hour, would you:

- a) DEFINITELY TAKE FEWER COURSES
- b) PROBABLY TAKE FEWER COURSES
- c) TAKE AS MANY COURSES AS YOU ORDINARILY WOULD
- d) PROBABLY TAKE MORE COURSES
- e) DEFINITELY TAKE MORE COURSES

Q23. If the price for graduate courses at Wright State was raised to \$200 per credit hour, would you:

- a) DEFINITELY TAKE FEWER COURSES
- b) PROBABLY TAKE FEWER COURSES
- c) TAKE AS MANY COURSES AS YOU ORDINARILY WOULD
- d) PROBABLY TAKE MORE COURSES
- e) DEFINITELY TAKE MORE COURSES

Q24. Wright State's Center for Economic Education is currently considering offering courses taught in a more non-traditional format. Which of the following types of courses would you be interested in enrolling? (circle as many as apply)

- a) TELECONFERENCES
- b) COURSES OFFERED OVER THE INTERNET
- c) INDEPENDENT STUDIES
- d) OTHER _____

Q25. Are you considering enrolling in a course offered by Wright State University's Center for Economic Education during the next year?

- a) YES
- b) NO - IF NO, SKIP TO Q26

Q26. If you are considering enrolling in a course offered by Wright State University's Center of Economic Education during the next year, during which time periods are you planning to enroll? (circle as many as apply)

- a) WINTER 1998
- b) SPRING 1998
- c) SUMMER 1998
- d) FALL 1998

Q27. Would you like more information about courses and other services offered by Wright State University's Center for Economic Education?

- a) YES
- b) NO

Q28. If you would like to offer any comments or suggestions about how Wright State University's Center for Economic Education can improve its services to better fit your needs, please do so here.

THANK YOU FOR YOUR HELP!

Please return your questionnaire in the enclosed envelope to:

Wright State University
Center For Economic Education
208A Rike Hall
Dayton, Ohio 45435

V. Survey Test Results

Table 3.

Type of School	Number of Respondents	Percentage
Public	19	100%
Private or Parochial	0	0%
Vocational	0	0%

Table 4.

Age of Respondents	Number of Respondents	Percentage
24 years or younger	0	0%
25-34 years	4	21.1%
35-44 years	3	15.8%
45-54 years	11	57.9%
55-64 years	1	5.3%
65 years or older	0	0%

Table 5. Respondents primarily teach:

	Number of Respondents	Percentage*
Kindergarten to grade 3	8	42.1%
Grades 4-6	6	31.6%
Grades 7-8	2	10.5%
Grades 9-10	3	15.8%
Grades 11-12	4	21.1%

*Summed percentages exceed 100% because some respondents teach students in more than one category.

Table 6. Respondents' number of years of teaching experience:

	Number of Respondents	Percentage
1-5 years	1	5.3%
6-10 years	4	21.1%
11-15 years	4	21.1%
16-20 years	4	21.1%
21 or more years	6	31.6%

Table 7. Level of education of respondents:

	Number of Respondents	Percentage
Some College	0	0%
Bachelors Degree	0	0%
9 credit hours at the graduate level	0	0%
15 credit hours at the graduate level	2	10.5%
30 credit hours at the graduate level	0	0%
Masters Degree	16	84.2%
15 credit hours at the doctorate level	0	0%
Ph.D.	0	0%
Masters Plus*	1	5.3%

*One respondent commented on the survey that many educators continue to take courses after receiving a masters, but they do not do so in order to earn a doctorate degree. As a result, "Masters Plus" will replace "15 credit hours at the doctorate level on the final copy of the survey. This response will apply to those teachers that have a Masters Degree plus additional credit hours.

Table 8. Respondents previously familiar with WSU's Center for Economic Education

	Number of Respondents	Percentage
Yes	8	42.1%
No	11*	57.9%

*Because the test survey group consisted of teachers who were currently enrolled in a Center for Economic Education course, many respondents apparently thought the question was asking if they were familiar with the Center before taking that course. That explains why many respondents answered "no" even though they obviously were familiar with the Center since they were enrolled in a course at that time. However, this question will be clearer when the survey is mailed to respondents that may or may not have heard of the Center.

Table 9. How respondents first became familiar with the Center for Economic Education:

	Number of Respondents	Percentage
Flyer mailed to home	0	0%
Flyer mailed to school	3	37.5%
Poster on bulletin board	1	12.5%
Word of mouth from colleague	2	25%
Word of mouth from administrator	0	0%
On the internet	0	0%

Other - Economics course	1	12.5%
Joel Sink	1	12.5%

Table 10. Respondents who have previously taken a course offered by the Center for Economic Education:

	Number of Respondents	Percentage
Yes	8	42.1%
No	11	57.9%

Table 11. When respondents took a course offered by the Center for Economic Education:

	Number of Respondents	Percentage
Within the past 6 months	3	37.5%
6 months to 1 year ago	0	0%
1 year to 2 years ago	0	0%
Longer than 2 years ago	5	62.5%

Table 12. Reasons to take a course with the Center for Economic Education:

	Number of Respondents	Percentage
Salary advancement	16	84.2%
Career advancement	5	26.3%
Certification	12	63.2%
Earn credit hours toward Masters Degree	1	5.3%
Better assist students on proficiency exam	9	47.4%
Attractive price	15	78.9%
Convenient location	15	78.9%
Convenient time	12	63.2%
Interest in subject matter	7	36.8%
Other	0	0%

Table 13. Respondents who have taken a graduate course in economics or in teaching economics from another institution:

	Number of Respondents	Percentage
Yes	3	15.8%
No	16	84.2%

Table 14. Which institution?

	Number of Respondents	Percentage
U.C.	0	0%
B.G.S.U	1	33.3%
Miami	0	0%
Other – U.D.	1	33.3%
Edison State	1	33.3%

Purdue	1	33.3%
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Table 15. When respondents took a course offered by another institution:

	Number of Respondents	Percentage
Within the past 6 months	0	0%
6 months to 1 year ago	0	0%
1 year to 2 years ago	0	0%
Longer than 2 years ago	3	100%

Table 16. Reasons for taking a course from another institution:

	Number of Respondents	Percentage
Salary advancement	17	89.5%
Career advancement	6	31.6%
Certification	10	52.6%
Earn credit hours toward Masters Degree	1	5.3%
Better assist students on proficiency exam	9	47.4%
Attractive price	16	84.2%
Convenient location	14	73.7%
Convenient time	13	68.4%
Interest in subject matter	7	36.8%
Other	0	0%

Table 17. Most convenient location for taking a graduate course:

	Number of Respondents	Percentage*
Local university	1	5.3%
Area School	18	94.7%
Community center	2	10.5%
Area Business	0	0%
Other	0	0%

*Cumulative percentage exceeds 100% because some respondents had more than one location that was equally convenient. As a result, on the final copy of the survey respondents were asked to circle as many responses as apply.

Table 18. Most convenient time to take a graduate course:

	Number of Respondents	Percentage
Weekday Afternoons	0	0%
Weeknights	18	94.7%
Saturday (half days)	1	5.3%
Saturdays (full days)	0	0%

Table 19. Most convenient time of the year to take a graduate course:

	Number of Respondents	Percentage*
Fall	12	63.2%
Winter	6	31.6%
Spring	4	21.1%
Summer	3	15.8%

*Cumulative percentage exceeds 100% because some respondents had more than one time that was equally convenient. As a result, on the final copy of the survey respondents were asked to circle as many responses as apply.

Table 20. Preferred duration of a graduate course:

	Number of Respondents	Percentage*
Weekend seminar	3	15.8%
1 week	2	10.5%
2 weeks	3	15.8%
1 quarter	11	57.9%
Other	0	0%

*Cumulative percentage exceeds 100% because some respondents had more than one duration that was equally preferred. As a result, on the final copy of the survey respondents were asked to circle as many responses as apply.

Table 21. Course should be focused on teaching economics to which grade levels:

	Number of Respondents	Percentage
Kindergarten to grade 4	7	36.8%
Grades 5-8	6	31.6%
Grades 9-12	4	21.1%
A general course covering K-12	2	10.5%

Table 22. Interest in possible course titles (1=most interesting, 6=least interesting):

Course Title	Mean Score
Principles of Economics for Teachers	3.33
The Environment and the Economy	3.28
Family Financial Security	3.17
Applications for Teaching Economics	3.11
Economic Forces in American History	4.77
Economic Games and Simulations	3.33

Table 23. Respondents who would enroll in a graduate course at \$143/credit hour:

	Number of Respondents	Percentage
Yes	10	52.6%
No	9	47.4%

Table 24. If the price for graduate courses was decreased to \$100/credit hour, respondents would:

	Number of Respondents	Percentage
Definitely take fewer courses	0	0%
Probably take fewer courses	0	0%
Take as many courses as you ordinarily would	2	10.5%
Probably take more courses	10	52.6%
Definitely take more courses	7	36.8%

Table 25. If the price for graduate courses was increased to \$200/credit hour, respondents would:

	Number of Respondents	Percentage
Definitely take fewer courses	14	73.7%
Probably take fewer courses	4	21.1%
Take as many courses as you ordinarily would	1	5.3%
Probably take more courses	0	0%
Definitely take more courses	0	0%

Table 26. Respondents would be interested in enrolling in the following types of non-traditional courses:

	Number of Respondents	Percentage*
Teleconferences	3	15.8%
Internet courses	6	31.6%
Independent studies	15	78.9%
Other	0	0%
None of the above*	1	5.3%

*Some respondents were not interested in any of these types of non-traditional courses, so "none of the above" was added as a response to the final survey.

*Cumulative percentage exceeds 100% because some respondents were interested in more than one type of non-traditional course. As a result, on the final copy of the survey respondents were asked to circle as many responses as apply.

Table 27. Respondents considering enrolling in a course offered by the Center for Economic Education over the course of the next year:

	Number of Respondents	Percentage
Yes	14	73.7%
No	5	26.3%

Table 28. These respondents are planning to enroll during the following quarters:

	Number of Respondents	Percentage
Winter 1998	11	78.6%
Spring 1998	11	78.6%
Summer 1998	2	14.3%
Fall 1998	0	0%

Table 29. Respondents interested in more information about the Center:

	Number of Respondents	Percentage
Yes	9	50%
No	9	50%

VI. Administering the Survey

The target population for the survey consisted of those primary and secondary teachers who taught economics. In order to reach the target population, surveys were sent to the principal of each school within the Center's service area with an attached letter asking the principal to give the surveys to those teachers that include economic concepts and principles in their classroom curriculum. The survey was administered to all 519 schools in the Center's service area. Two surveys were sent to each elementary school, and three surveys were sent to each junior high school and high school. A total of 1,246 surveys were sent with 1,246 business reply envelopes.

Each survey that was administered was numbered so that the schools returning the surveys could be determined. Furthermore, numbering the surveys allowed the Center to send flyers to those schools in which survey respondents had expressed interest in receiving more information about the Center and the services it provides. On the following pages is the final copy of the survey that was sent.

Wright State University

Center for Economic Education

Dayton, OH
(937) 775-2115

October 24, 1997

SURVEY OF EDUCATORS WHO TEACH ECONOMICS IN CENTRAL OHIO

Wright State University's Center for Economic Education offers courses to further educate teachers in economic principles so that they can better communicate these principles to their students. The center also offers to teachers a library of resources for teaching economics and the Stock Market Game, which is an interactive classroom game that teachers can use as an aid to teach students about financial markets. These services have become increasingly important to teachers since inclusion of economic concepts on the Ohio Proficiency Test.

The Center for Economic Education is currently conducting a survey in which you are being asked to participate. The results of the survey will be used to improve the services the center offers to best fit the needs of educators. We are aware of the value of your time and have thus tried to construct the questionnaire in such a way as to minimize your time and effort.

Thank you for your assistance. All information on your response will be held strictly confidential. Only the aggregate results will be made available.

Sincerely,

Marcia K. Evers, Project Coordinator

Part I. Respondent Characteristics

Q1. In what type of school are you employed?

- a) PUBLIC
- b) PRIVATE OR PAROCHIAL
- c) VOCATIONAL

Q2. What is your present age?

- a) 24 YEARS OR YOUNGER
- b) 25-34 YEARS
- c) 35-44 YEARS
- d) 45-54 YEARS
- e) 55-64 YEARS
- f) 65 YEARS OR OLDER

Q3. What grade levels do you primarily teach?

- a) KINDERGARTEN TO GRADE 4
- b) GRADES 4-6
- c) GRADES 7-8
- d) GRADES 9-10
- e) GRADES 11-12

Q4. How many years of teaching experience do you have?

- a) 1-5 YEARS
- b) 6-10 YEARS
- c) 11-15 YEARS
- d) 16-20 YEARS
- e) 21 OR MORE YEARS

Q5. What is the highest level of education you have completed?

- a) SOME COLLEGE
- b) BACHELORS DEGREE
- c) 9 CREDIT HOURS AT THE GRADUATE LEVEL
- d) 15 CREDIT HOURS AT THE GRADUATE LEVEL
- e) 30 CREDIT HOURS AT THE GRADUATE LEVEL
- f) MASTERS DEGREE
- g) MASTERS DEGREE PLUS ADDITIONAL CREDIT HOURS
- h) PH.D.

Q7. If yes, how did you first become familiar with services offered by the Center for Economic Education?

- a) FLYER MAILED TO HOME
- b) FLYER MAILED TO SCHOOL
- c) POSTER ON A BULLETIN BOARD
- d) WORD OF MOUTH FROM COLLEAGUE
- e) WORD OF MOUTH FROM ADMINISTRATOR
- f) ON THE INTERNET
- g) OTHER _____

Q8. Have you ever taken a course offered by Wright State's Center for Economic Education?

- a) YES
- b) NO - IF NO, SKIP TO Q10

Q9. If you have ever taken a course at Wright State's Center for Economic Education, how long ago was it?

- a) WITHIN THE PAST 6 MONTHS
- b) 6 MONTHS TO 1 YEAR AGO
- c) 1 YEAR TO 2 YEARS AGO
- d) LONGER THAN 2 YEARS AGO

Q10). If you were ever to take a course at Wright State's Center for Economic Education, what would be your primary reasons for taking the course? (circle as many as apply)

- a) SALARY ADVANCEMENT
- b) CAREER ADVANCEMENT
- c) CERTIFICATION
- d) TO EARN CREDIT HOURS TOWARD A MASTERS DEGREE
- e) TO BETTER ASSIST YOUR STUDENTS IN SUCCEEDING ON THE OHIO PROFICIENCY EXAM
- f) ATTRACTIVE PRICE
- g) CONVENIENT LOCATION
- h) CONVENIENT TIME
- i) INTEREST IN SUBJECT MATTER
- j) OTHER _____

Part II. Familiarity With Wright State's Center for Economic Education

Q6. Were you previously familiar with Wright State University's Center for Economic Education?

- a) YES
- b) NO - IF NO, SKIP TO Q8

III. Familiarity With Other Institutions

Q11. Have you ever taken a graduate course in economics or in teaching economics from another institution?

- a) YES
- b) NO - IF NO, SKIP TO Q14

Q12. If yes, from which institution did you take a course? (circle as many as apply)

- a) UNIVERSITY OF CINCINNATI
- b) BOWLING GREEN UNIVERSITY
- c) MIAMI UNIVERSITY
- d) OTHER _____

Q13. If yes to Question 11, how long ago was it?

- a) WITHIN THE PAST 6 MONTHS
- b) 6 MONTHS TO 1 YEAR AGO
- c) 1 YEAR TO 2 YEARS AGO
- d) LONGER THAN 2 YEARS AGO

Q14. If you were ever to take a graduate course in economics or in teaching economics from another institution, what would be your primary reasons for taking the course? (circle as many as apply)

- a) SALARY ADVANCEMENT
- b) CAREER ADVANCEMENT
- c) CERTIFICATION
- d) TO EARN CREDIT TOWARD A MASTERS DEGREE
- e) TO BETTER ASSIST YOUR STUDENTS IN SUCCEEDING ON THE OHIO PROFICIENCY EXAM
- f) ATTRACTIVE PRICE
- g) CONVENIENT LOCATION
- h) CONVENIENT TIME
- i) INTEREST IN SUBJECT MATTER
- j) OTHER _____

IV. Respondent's Preferences in Taking Graduate Courses

Q15. If you were to enroll in a graduate course, what would be the most convenient location for taking the course? (circle as many as apply)

- a) LOCAL UNIVERSITY
- b) AREA SCHOOL
- c) COMMUNITY CENTER
- d) AREA BUSINESS
- e) OTHER _____

Q16. If you were to enroll in a graduate course, what would be the most convenient time for the course to be offered? (circle as many as apply)

- a) WEEKDAY AFTERNOONS
- b) WEEKNIGHTS
- c) SATURDAY (HALF DAYS)
- d) SATURDAYS (FULL DAYS)

Q17. If you were to enroll in a graduate course, what would be the most convenient time of year for the course to be offered? (circle as many as apply)

- a) FALL
- b) WINTER
- c) SPRING
- d) SUMMER

Q18. If you were to enroll in a graduate course, what would be the preferred duration of the course? (circle as many as apply)

- a) WEEKEND SEMINAR
- b) 1 WEEK
- c) 2 WEEKS
- d) 1 QUARTER
- e) OTHER _____

Q19. If you were to enroll in a course in teaching economics, what grade levels would you like the course to emphasize teaching techniques for?

- a) KINDERGARTEN TO GRADE 4
- b) GRADES 5-8
- c) GRADES 9-12
- d) A GENERAL COURSE COVERING KINDERGARTEN TO GRADE 12
- e) OTHER _____

Q20. The following is a list of possible course titles. Please rank the list as to which titles appear most interesting to you. (1=most interesting, 6=least interesting)

- ___ a) PRINCIPLES OF ECONOMICS FOR TEACHERS
- ___ b) THE ENVIRONMENT AND THE ECONOMY
- ___ c) FAMILY FINANCIAL SECURITY
- ___ d) APPLICATIONS FOR TEACHING ECONOMICS
- ___ e) ECONOMICS FORCES IN AMERICAN HISTORY
- ___ f) ECONOMIC GAMES AND SIMULATIONS

Q21. The cost per credit hour of graduate courses at Wright State is currently \$143 per credit hour. Would you be willing to enroll in a graduate course at this price?

- a) YES
- b) NO

Q22. If the price for graduate courses at Wright State was decreased to \$100 per credit hour, would you:

- a) DEFINITELY TAKE FEWER COURSES
- b) PROBABLY TAKE FEWER COURSES
- c) TAKE AS MANY COURSES AS YOU ORDINARILY WOULD
- d) PROBABLY TAKE MORE COURSES
- e) DEFINITELY TAKE MORE COURSES

Q23. If the price for graduate courses at Wright State was raised to \$200 per credit hour, would you:

- a) DEFINITELY TAKE FEWER COURSES
- b) PROBABLY TAKE FEWER COURSES
- c) TAKE AS MANY COURSES AS YOU ORDINARILY WOULD
- d) PROBABLY TAKE MORE COURSES
- e) DEFINITELY TAKE MORE COURSES

Q24. Wright State's Center for Economic Education is currently considering offering courses taught in a more non-traditional format. Which of the following types of courses would you be interested in enrolling? (circle as many as apply)

- a) TELECONFERENCES
- b) COURSES OFFERED OVER THE INTERNET
- c) INDEPENDENT STUDIES
- d) NONE OF THE ABOVE
- e) OTHER _____

Q25. Are you considering enrolling in a course offered by Wright State University's Center for Economic Education during the next year?

- a) YES
- b) NO - IF NO, SKIP TO Q26

Q26. If you are considering enrolling in a course offered by Wright State University's Center of Economic Education during the next year, during which time periods are you planning to enroll? (circle as many as apply)

- a) WINTER 1998
- b) SPRING 1998
- c) SUMMER 1998
- d) FALL 1998

Q27. Would you like more information about courses and other services offered by Wright State University's Center for Economic Education?

- a) YES
- b) NO

Q28. If you would like to offer any comments or suggestions about how Wright State University's Center for Economic Education can improve its services to better fit your needs, please do so here.

THANK YOU FOR YOUR HELP!

Please return your questionnaire in the enclosed envelope to:

Wright State University
Center For Economic Education
208A Rike Hall
Dayton, Ohio 45435

VII. Results of the Survey

Of the 1246 surveys mailed, 199 were returned. The original response rate was 15.97%. However, 6 of the surveys were not completely filled out, which reduced the response rate 15.49%. This response rate is somewhat lower than what could have been achieved if letters were sent to the survey respondents prior to administering the survey and if reminder postcards were given to those who failed to respond to the survey. However, due to budgetary constraints this was not possible, and therefore the non-response error of the survey is somewhat higher than what it otherwise could have been.

Part I. Respondent Characteristics

Table 30. Type of School in Which Employed

	Numbers of Responses	Percentage
Public	175	90.7%
Private or Parochial	15	7.8%
Vocational	3	1.6%
Total	193	100%

Figure 2.

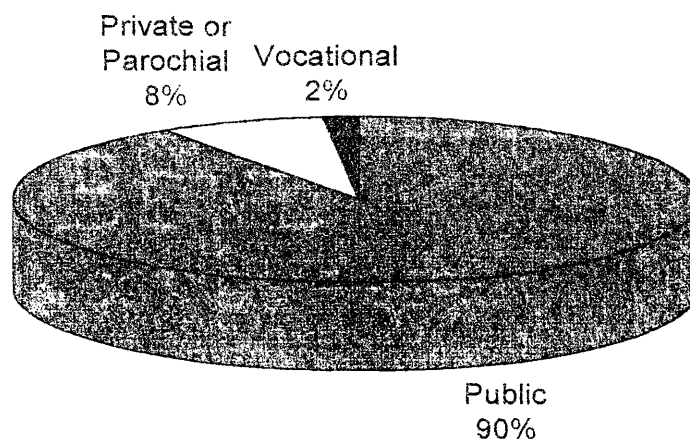


Table 31. Age of Respondents

	Number of Responses	Percentage
24 Years or Younger	5	2.6%
25-34 Years	44	22.8%
35-44 Years	50	25.9%
45-54 Years	78	40.4%
55 to 64 Years	16	8.3%
65 Years or Older	0	0%
Total	193	100%

Figure 3.

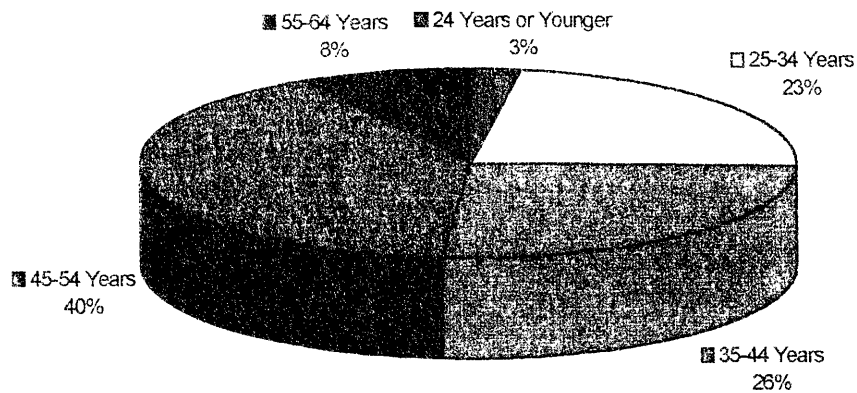


Table 32. Grade Levels Taught

	Number of Responses	Percentage
Kindergarten to Grade 3	12	6.2%
Grades 4-6	83	43.0%
Grades 7-8	42	21.8%
Grades 9-10	30	15.5%
Grades 11-12	65	33.7%
Total	232	120.2%

Figure 4.

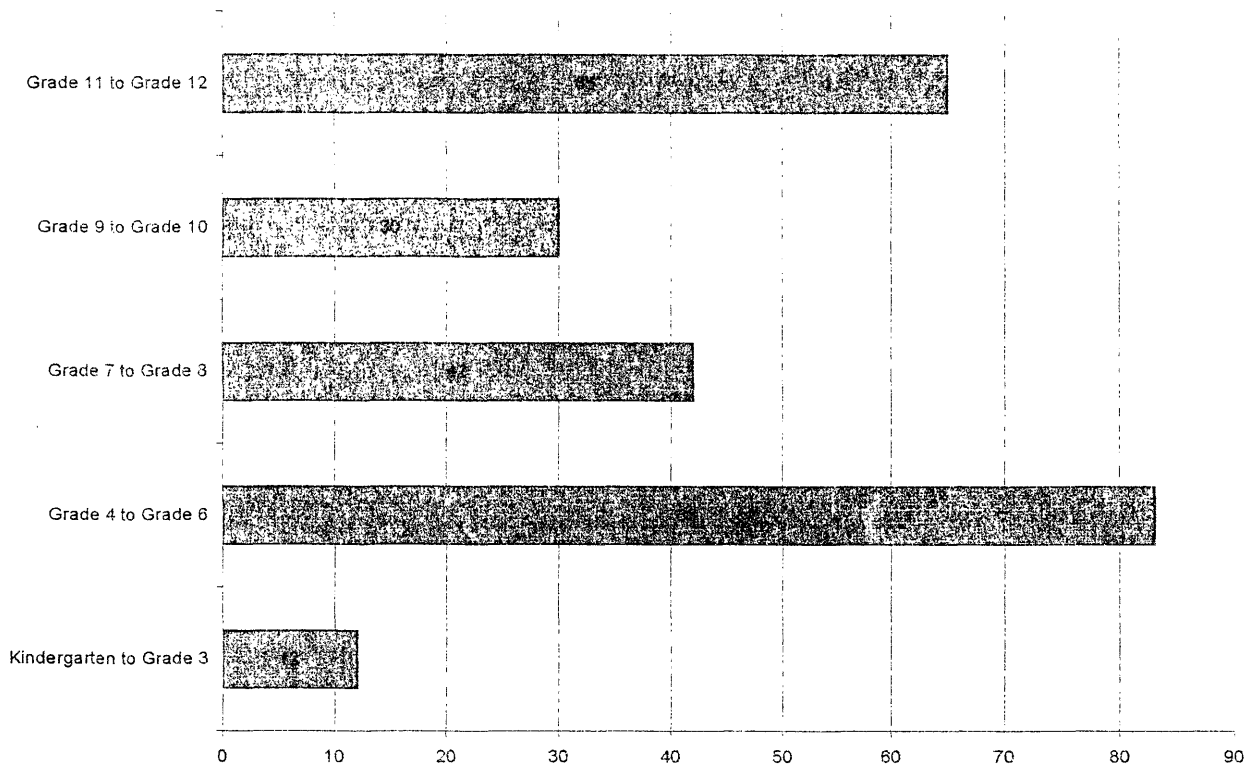


Table 33. Years of Experience

	Number of Responses	Percentage
1-5 Years	38	19.7%
6-10 Years	22	11.4%
11-15 Years	27	14.0%
16-20 Years	34	17.6%
21 or More Years	72	37.3%
Total	193	100%

Figure 5.

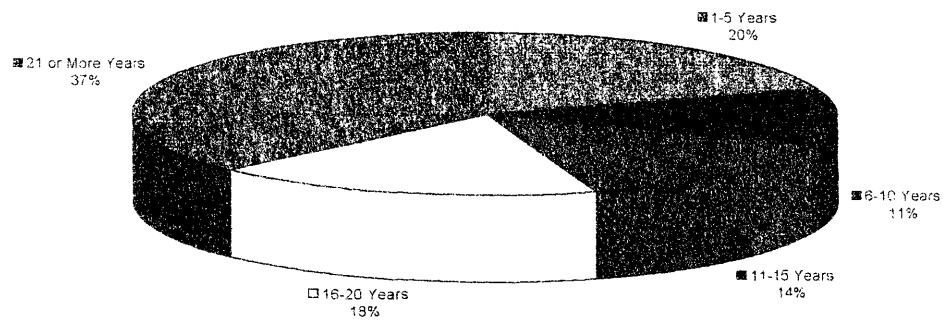
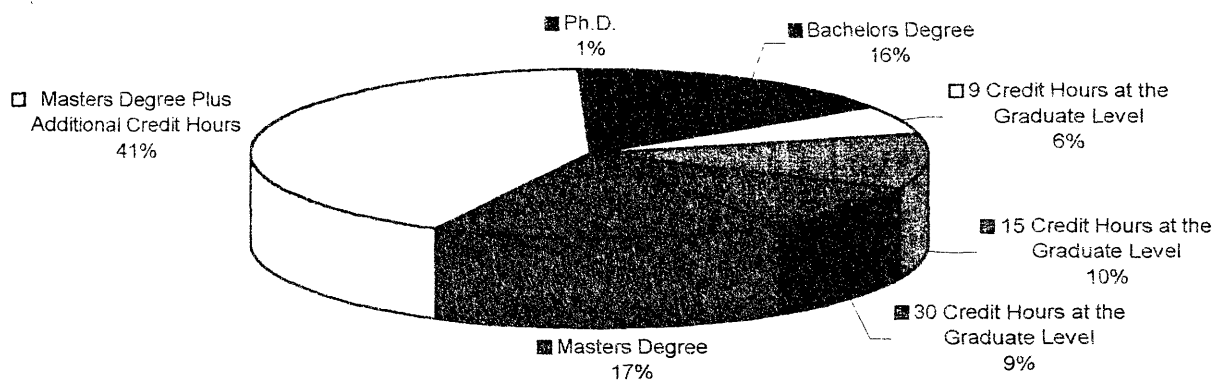


Table 37. Education Level of Respondents

	Number of Responses	Percentage
Some College	0	0%
Bachelors Degree	30	15.5%
9 Credit Hours at the Graduate Level	11	5.7%
15 Credit Hours at the Graduate Level	21	10.4%
30 Credit Hours at the Graduate Level	18	9.3%
Masters Degree	32	16.6%
Masters Degree Plus Additional Credit Hours	81	42.0%
Ph.D.	1	0.5%
Total	193	100%

Figure 6.



Part II. Familiarity With Wright State's Center for Economic Education

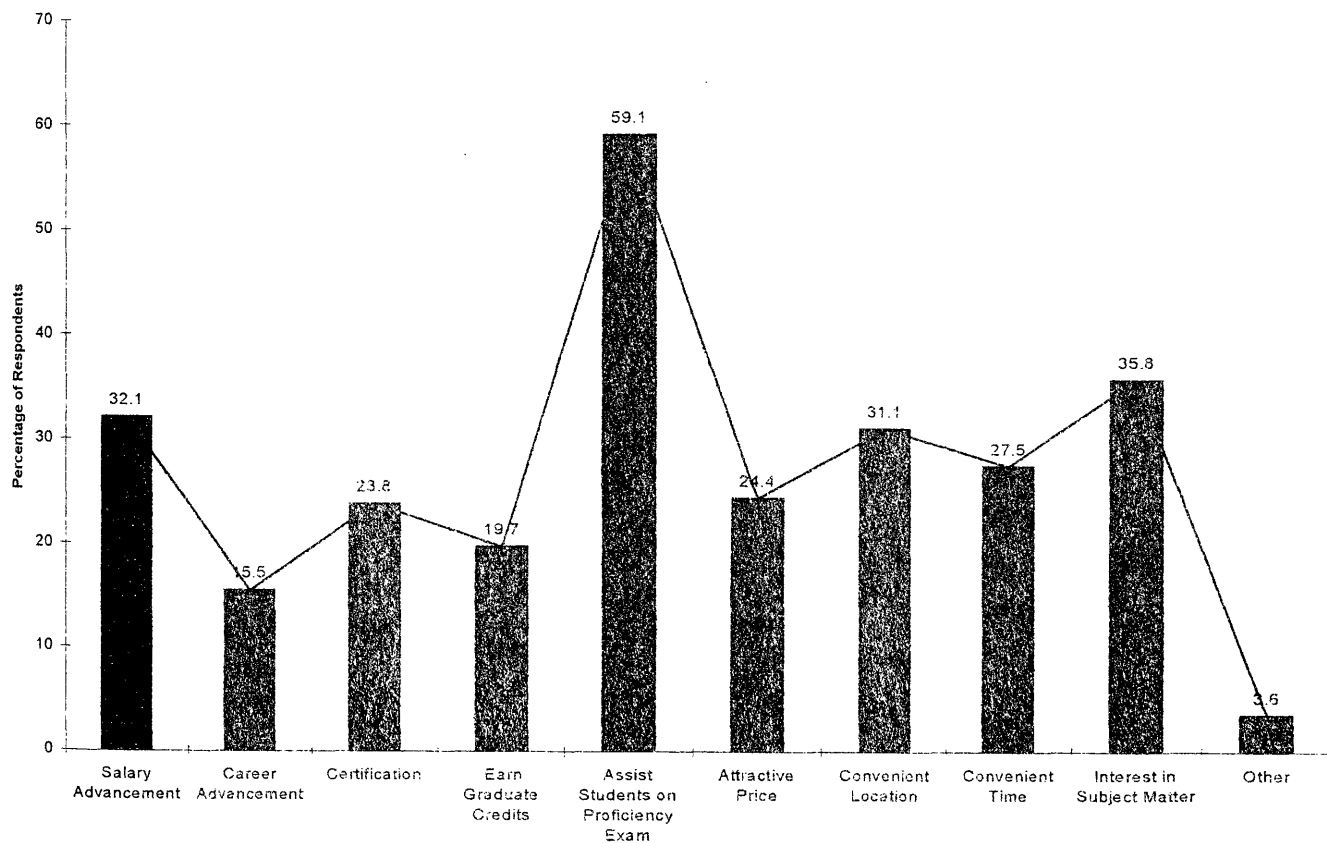
Of the 193 educators surveyed, 54 were previously familiar with the Center. This equates to exactly 28% of the survey population. Responses varied as to how the educators first became familiar with the Center. Responses included:

- Flyer Mailed to School – 27
- Word of Mouth From Colleague – 9
- Flyer Mailed to Home – 3
- DP&L Workshop – 3
- In an Economics Class for Educators Elsewhere – 3
- Through Center Director – 2
- Master's Program at WSU - 2
- On the Internet – 1
- Inservice Training – 1
- Stock Market Game – 1
- Seminar at District Meeting – 1
- Alumni Association – 1

On the 193 educators surveyed, 25 had taken a course offered by Wright State's Center for Economic Education. This equates to 13% of the survey population. Of those 25, 2 had enrolled in a course within the past 6 months, 3 took a course between 1 to 2 years ago, and for 20 it was longer than 2 years ago when they enrolled in a course at the Center.

Reasons that one would enroll in a course offered by WSU's Center for Education also varied. These reasons are list on the chart on the following page.

Figure 7.



Other responses included:

- New Teaching Ideas
- To Become a Better Teacher
- To Better Assist Students in General, Not Just on Proficiency Exam.

Part III. Familiarity With Other Institutions

Of the 193 educators surveyed, 22 had taken a graduate course in economics or in teaching economics from another institution. This equates to 11.4% of survey respondents. Of those 22, 16 had taken the course longer than 2 years ago, and it had

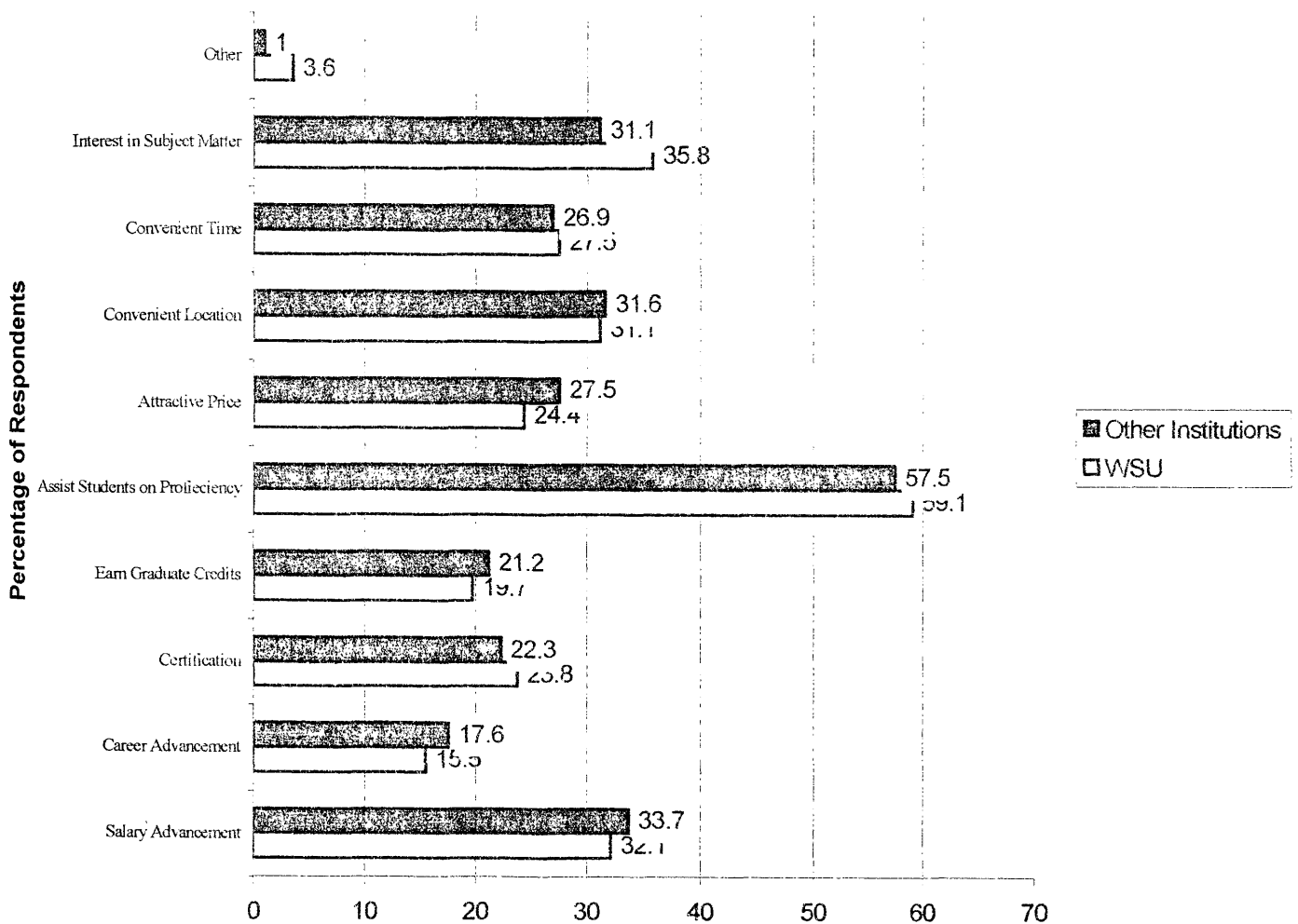
been less than 2 years ago when the remaining 6 enrolled in a course from another institution in economics or in teaching economics.

The other institutions that survey respondents took courses in economics or in teaching economics included:

- Miami University - 4
- Ohio State University – 3
- University of Dayton - 3
- University of Delaware – 2
- University of Cincinnati – 1
- Bowling Green State University – 1
- Wittenburg University – 1
- Urbana University – 1
- University of Toledo – 1
- Kent State University – 1
- Kent State University – 1
- Northwestern University – 1
- Ashland University – 1
- University of Indiana – 1
- Ball State University –
- University of Washington – 1
- Xavier University – 1
- University of Western Indiana – 1
- University of Findlay – 1
- Ohio Business Week – 1
- Apollo Vocational Lima – 1
- Ohio Northern University – 1

Reasons for enrolling in a course at another institution are compared with the reasons for taking a course at the Center on the chart on the following page.

Figure 8.



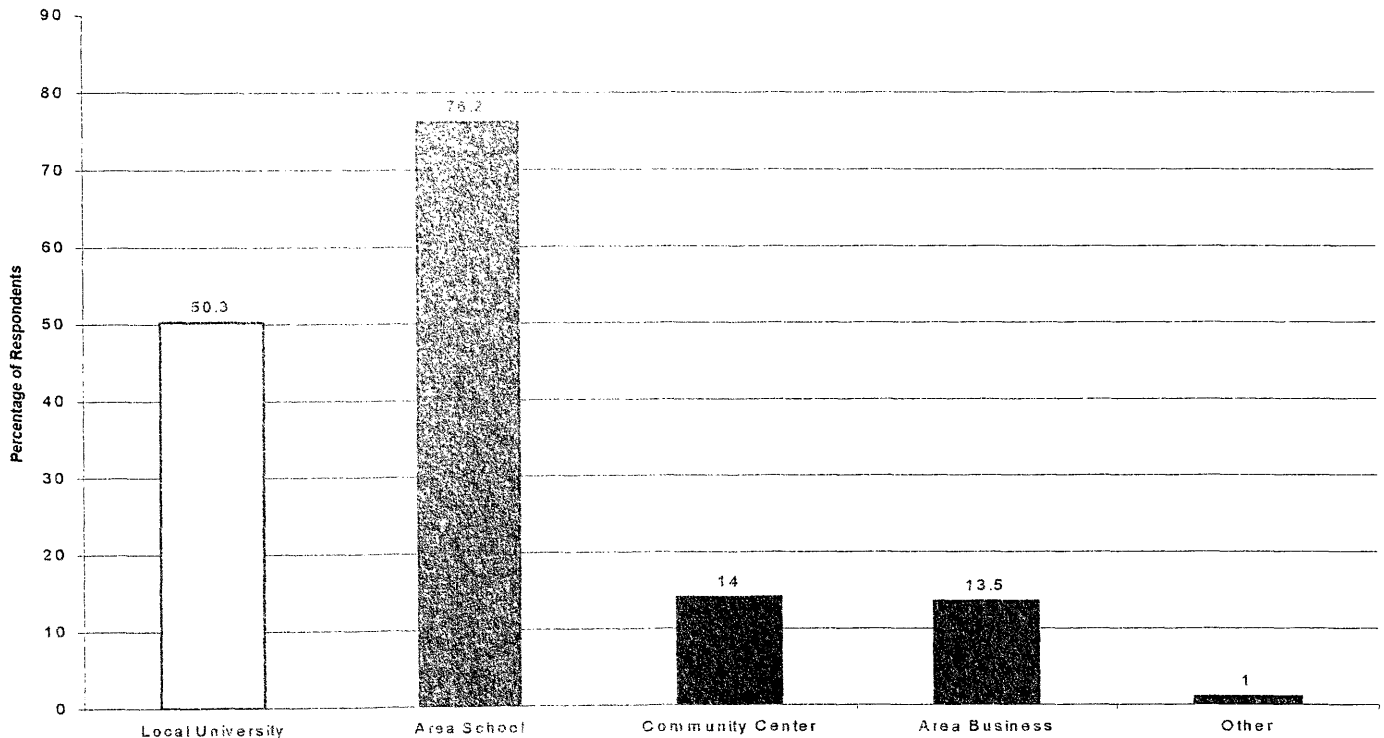
An ANOVA test was performed to determine if there was any significant difference in the number of observations of each response for WSU's Center for Economic Education and for other institutions. This test showed that there is no statistically significant difference between the two groups at a 95% confidence level.

Part IV. Respondents' Preferences in Taking Graduate Courses

Table 3.1. Most Convenient Location

	Numbers of Responses	Percentage*
Local University	97	50.3%
Area School	147	76.2%
Community Center	27	14.0%
Area Business	26	13.5%
Other	2	1.0%

Figure 9.



Other responses included:

- Anywhere Within 10-15 Miles
- Distance Learning

*Total percentages exceed 100% because respondents were allowed to select more than 1 location if the locations are equally convenient.

Table 33 Most Convenient Time of Day for Courses to be Offered

	Number of Responses	Percentage
Weekday Afternoons	33	27.5%
Weeknights	123	63.7%
Saturdays (Half Days)	73	37.8%
Saturdays (Full Days)	18	9.3%

Figure 10.

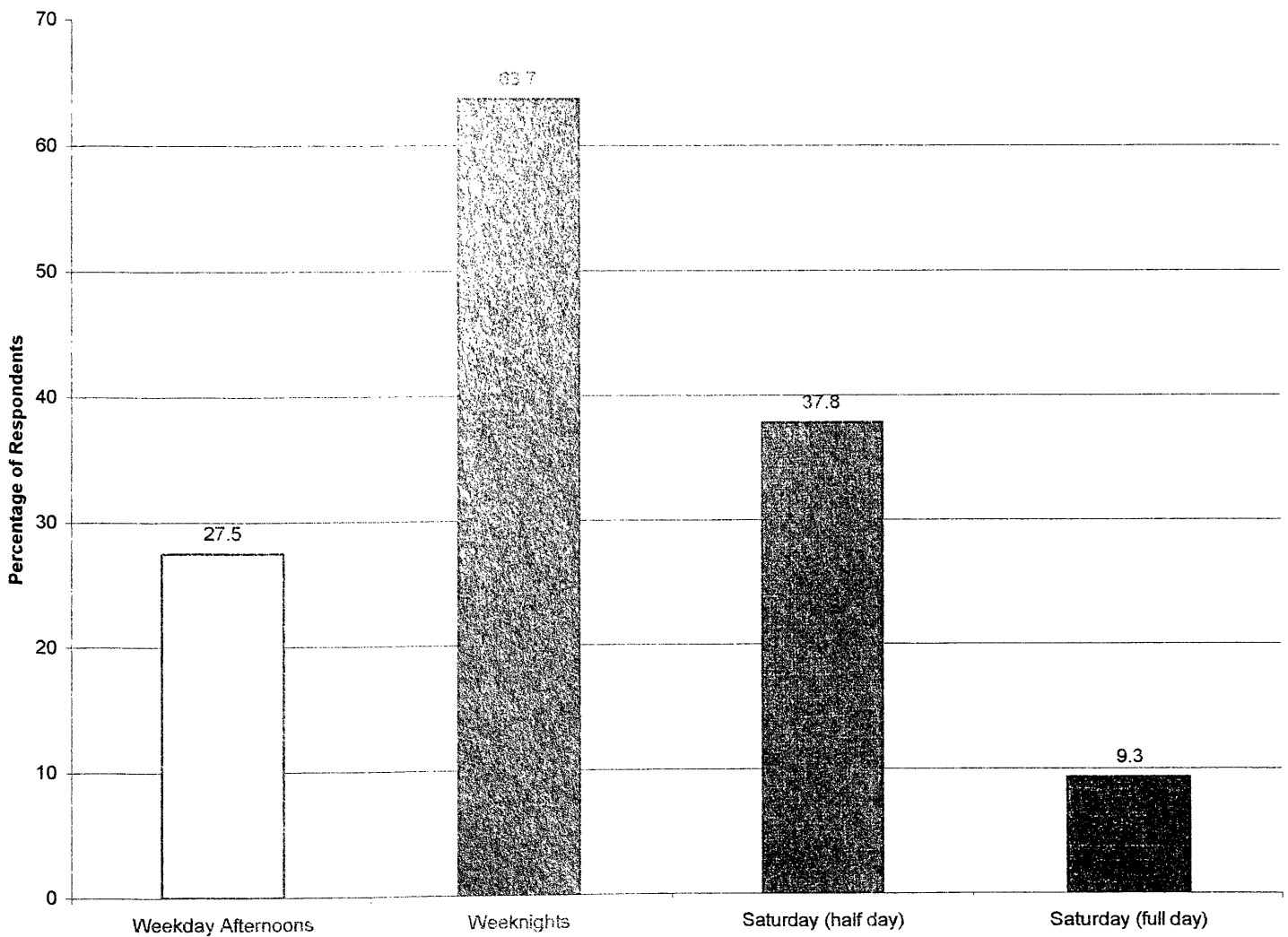


Table 53. Most Convenient Time of Year for Courses to Be Offered		
	Number of Responses	Percentages
Fall	50	30.6%
Winter	87	45.1%
Spring	72	37.3%
Summer	113	58.5%

Figure 11.

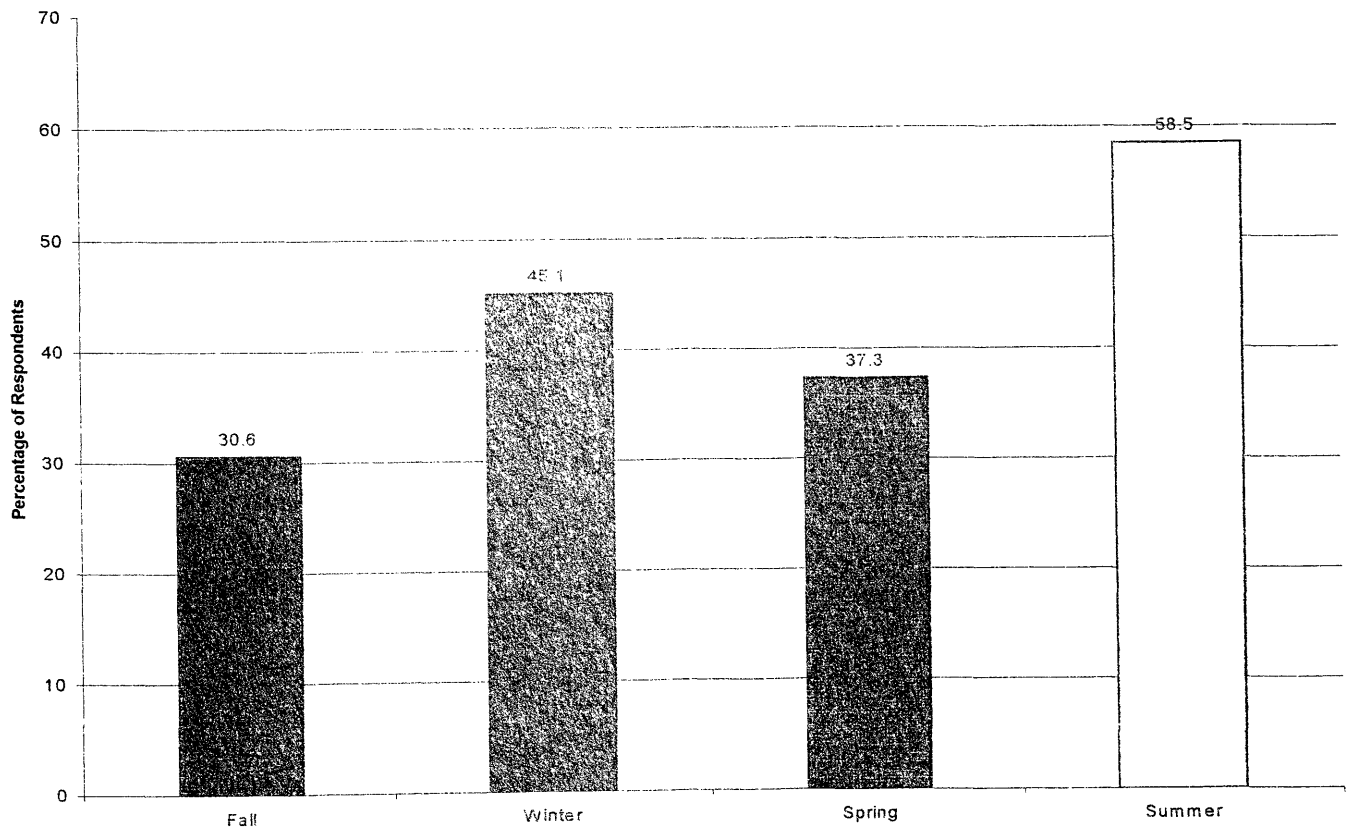
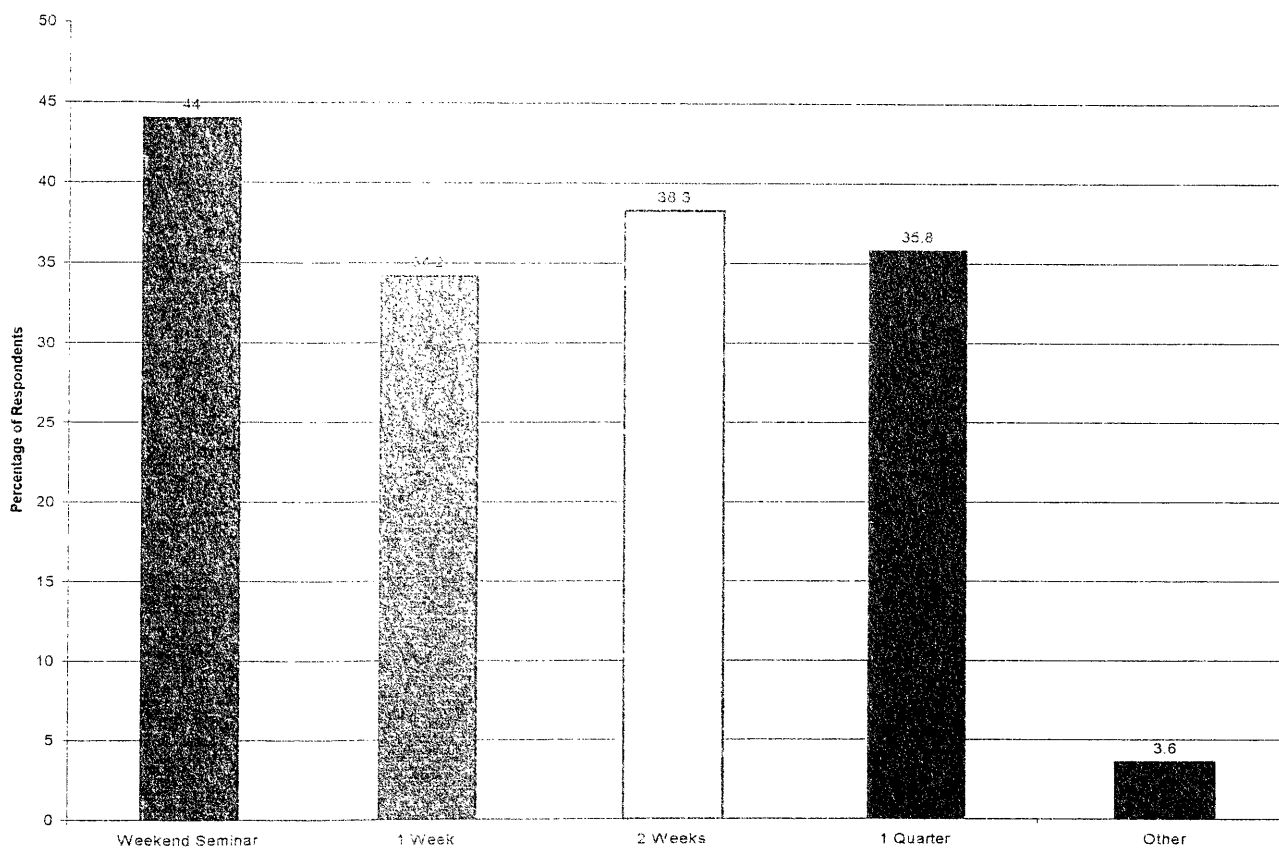


Table 34. Preferred Duration of the Course

	Number of Responses	Percentage
Weekend Seminar	85	44.0%
1 Week	66	34.2%
2 Weeks	74	38.3%
1 Quarter	69	35.8%
Other	7	3.6%

Figure 12.



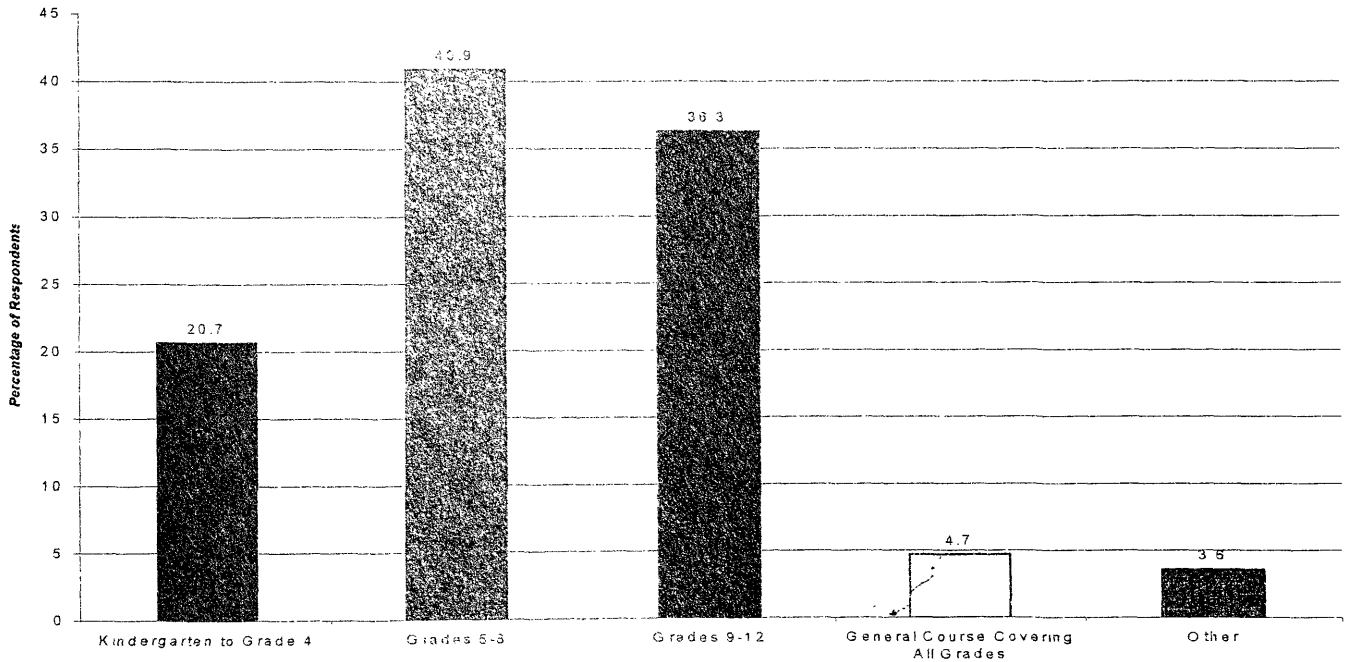
Other responses included:

- One Day Workshop – 2
- No Preference – 1
- Depends on the Time of Day Offered – 1
- Depends on the Time of Year Offered – 1
- 3 Weeks – 1
- Depends on the Course – 1.

Table 35. Preferred Course Emphasis

	Numbers of Responses	Percentage
Teaching Techniques For Kindergarten to Grade 4	40	20.7%
Teaching Techniques For Grades 5-8	79	40.9%
Teaching Techniques For Grades 9-12	70	36.3%
Teaching Techniques For All Grades	9	4.7%
Other	7	3.6%

Figure 13.



Other responses included:

- Teaching Techniques For Grades 4-6 – 5
- Teaching Techniques For Seniors – 1
- Teaching Techniques For Grades 4-8 – 1

Table 36. Preferred Course Topics

	Average Ranking (1=most interesting, 6=least interesting)
Economic Games and Simulations	2.5
Applications for Teaching Economics	2.63
Principles of Economics for Teachers	3.21
Economic Forces in American History	3.99
The Environment and the Economy	4.08
Family Financial Security	4.53

Part V. Respondents' Willingness to Pay

On the 193 educators surveyed, 95 said that they would be willing to enroll in at graduate course at the cost of \$143 per credit hour. This equates to 49.2% of survey respondents.

Table 37. If graduate tuition was decreased to \$100 per credit hour, respondents would:

	Number of Responses	Percentage of Those Who Responded
Definitely Take Fewer Courses	0	0%
Probably Take Fewer Courses	0	0%
Take as Many Courses as They Ordinarily Would	40	22.5%
Probably Take More Courses	112	62.9%
Definitely Take More Courses	26	14.6%
Total	178*	100%

*Of the 193 educators who responded, 15 did not respond to this question.

Table 38. If graduate tuition was increased to \$200 per credit hour, respondents would:

	Number of Responses	Percentage of Those Who Responded
Definitely Take Fewer Courses	139	72.0%
Probably Take Fewer Courses	26	13.5%
Take as Many Courses as They Ordinarily Would	13	6.7%
Probably Take More Courses	0	0%
Definitely Take More Courses	0	0%
Total	178*	100%

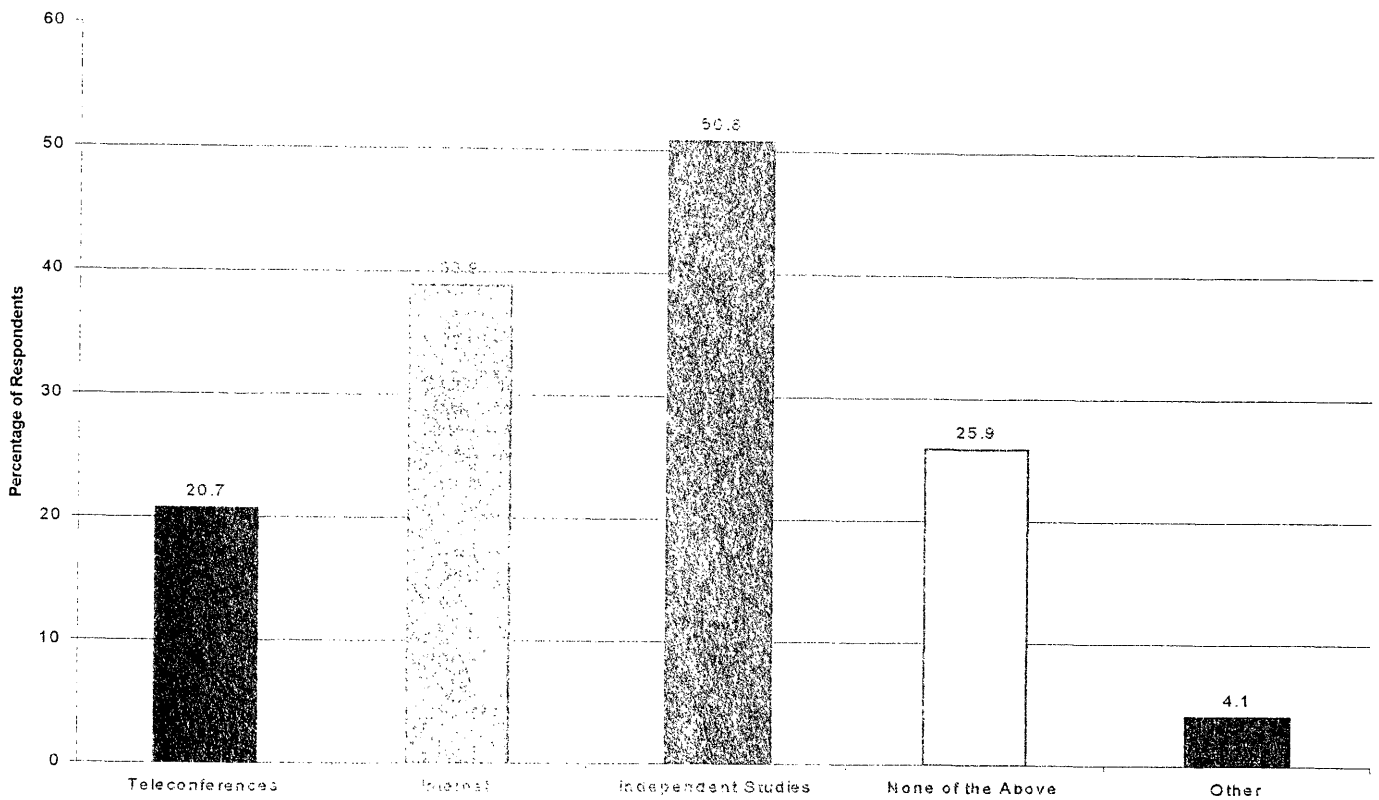
*Of the 193 educators who responded, 15 did not respond to this question.

Part VI. Respondents' Interest in Non-Traditional Courses and Intentions of Future Enrollment at WSU's Center for Economic Education

Table 39. Interest in Non-Traditional Courses

	Number of Responses	Percentage
Teleconferences	40	20.7%
Courses Offered Over the Internet	75	38.9%
Independent Studies	98	50.8%
None of the Above	50	25.9%
Other	8	4.1%

Figure 13.



Other responses included:

- Courses on Video – 3
- Case Studies – 1
- Summer Institutes – 1
- Weekend Courses – 1
- Interactive Forum to Facilitate the Exchange of Ideas-Experiences – 1
- 2-3 Day Long Full Courses – 1.

Of the 193 educators that responded to the survey, 23 are considering enrolling in a course offered by WSU's Center for Economic Education during the next year. Proposed quarters of enrollment are as follows:

Winter 1998	8
Spring 1998	11
Summer 1998	11
Fall 1998	7

Of the 193 educators that responded to the survey, 114 expressed interest in receiving more information about Wright State University's Center for Economic Education and the programs it offers. A complete list of schools requesting more information is included on the following page.

Schools requesting more info:

Germantown Elementary
Dixie High School
Moraine Meadows Elementary
Kiser Jr. High School
Tippecanoe High School
Upper Scioto Valley Middle School
Arcanum Elementary
Tri-County North Elementary
Orchard Park Elementary
Butler High School
Palmer Elementary
Miami East Intermediate Middle School
South Elementary School
Englewood Hills Elementary
Cookson Elementary
Allen Elementary
Milton-Union Elementary
Wantz Middle School
Main Elementary
Beavercreek High School
Westbrook Elementary
St. Peter Elementary
Springfield-Clark County Career Center
Keifer Alternative Center High School
Nettie Lee Roth Jr. High School
Centerville High School
Gettysburg Elementary
Donnelsville Elementary
Hayward Middle School
Lt. Ball Jr. High School
Central Jr. High School
Greenville South Elementary
Elmwood Elementary
Fort Loramie Jr. High School
Washington Elementary
Northridge Elementary
Waynesville-Goshen Local Elementary
Waynesville-Goshen Local High School
Spinning Hills Middle School
Dayton-Christian Xenia Campus
Elida High School
Bethel Elementary
Olivehill Elementary
Centennial Elementary
Valley View High School

Catholic Central High School
Southdale Elementary
Schnell Elementary
St. Christopher Elementary
Tipp Central Intermediate Middle School
West Carrollton High School
Tri-Village High School
Franklin Middle School
North Elementary
Mary Help of Christians Elementary School
Dr. John Hole Elementary
New Lebanon Elementary
Morton Middle School
Murlin Heights Elementary
Chaminade Julianne High School
Wright Elementary
Moulton Elementary
Magsig Middle School
Miamisburg High School
Murlin Heights Elementary
Minster Elementary
Shawnee High School
Marion Elementary
New Knoxville Elementary
Franklin Elementary
Hardin Northern High School
Bath Middle School
Spencerville High School
Gomer Elementary
Fairbrook Elementary School
Parkway Elementary
Roosevelt Elementary
Wapokoneta High School
Newton Elementary
St. Luke Elementary
Brookville High School
Grace A. Greene Middle School
Weisenborn Middle School

The following are various comments and suggestions offered by survey respondents:

-I would like to know more about course stipend for teachers who have at least two children currently enrolled in college.

-I am not interested in taking college courses for credit but am interested in learning more about teaching for the proficiency test and receiving materials to do so. Send a list of materials available at the Center through the mail.

-Wright State University is too far away!

-Brutally honest, I do not have a high opinion of your university after they presented a really crummy inservice at my district several years ago. That inservice included a Ph.D. who put a video in the VCR and said "Here's my Program." I do not have intentions of enrolling at your university ever.

-I would not pay more than \$100 per credit hour for a course.

-Sounds interesting, but I'm too busy unless it would be very brief and near my home for CEU's or credits.

-I would be more likely to take a course in the \$70-\$80 per credit hour range.

-Salaries for educators at parochial schools are exceedingly low (\$25,00/per year at 16 yrs experience). Day care costs (\$800/month) are also prohibitive to my personal ability to take courses at the university level.

-Lower your cost.

-Develop and distribute teacher materials for use in the classroom.

-Write a newsletter summarizing national and local economic picture including unemployment, investment, interest rates, etc. Could be monthly, bi-monthly – in language and content that the wide spectrum of student ability could digest information.

-Cost is a huge factor. I got my Masters at University of Dayton because it was cheaper, classes were offered at times accessible to teachers, and it was easier. Talk to educators. I did not want tons of outside work. We did a lot of information in classes. There was not busywork. I've taken one class at WSU and it was work, work, work. Who has time?

-I have been able to take graduate credit hours at Antioch for \$75/hr in the summer. I have a WSU B.S. and M.Ed. but at half the price, I'll go to Antioch.

-I am presently taking corresponding courses at \$349 for 5 ¼ credits. I am pleased with what I am gaining from the courses and the format. For me to change you would need to be economically competitive.

-Would there be crossover with math grad credits?

-I teach Family and Consumer Sciences in a middle school in Springfield (Clark Co.). We have an excellent JA program called “Personal Economics” for our 7th grades. A consultant (volunteer from local business) comes in once a week and does an excellent job. If this resource were not available, I would be more interested in my own professional development in this area perhaps.

-You could offer school buildings or district inservices resources.

-I’m sure you do a fine job, but you are too far away for me to attend classes at your University.

-Advertise your program. I do not remember seeing any brochures about your programs. The U.C. Center for Economic Education offers a wonderful 2 week program in the summer. A summer institute would be a great plus.

-I am specifically interested in the stock market program.

-It amazes me how we in education try to “cram” more material into an already overcrowded curriculum – there is not enough time in the school year to meet the requirements the state has already imposed on us! We need more teachers, longer school days, etc. to do justice to any more expectations.

--How about a workshop for C.E.U.’s on games and simulations at no cost to faculty?

-Economics as a subject matter is such a specific, narrowed topic of study that many people I feel at the elementary level would not be interested in a complete course. I normally only spend at max 2-3 weeks teaching this specific content skill.

-We have Junior Achievement to teach Personal Economics at the 7th grade. It is great!

VIII. Analysis of the Results and Recommendations to the Center

According to the survey results, there were several factors that were **not** contributory to the low enrollment rates that the Center for Economic Education was experiencing. These include the price of the Center's courses, the lack of demand by teachers for graduate courses, and competition from other universities. The survey results relating to these factors are discussed in the following paragraphs.

In 1997, the price per credit hour at the Center for Economic Education was \$143. Forty-nine percent of the survey respondents said they would be willing to enroll in a graduate course at this price. This indicates that the cost of the Center's courses was not so high that the majority of their potential customers were being priced out of the market. In addition, according to the law of demand, an even higher percentage of teachers would be willing to take a course through the Center at the Center's discount price of \$98.

The Center's low enrollment rates were also not due to the fact that teachers were not pursuing higher levels of education and therefore were not interested in taking graduate courses. The survey results show that 58.7% of the survey respondents had earned a Master's Degree. Only 15.5% of the survey respondents listed a Bachelor's Degree as their highest level of education. It was also noted that 25.4% of the survey respondents had earned some credit hours at the graduate level, which implies that these teachers are presently pursuing a Master's Degree.

Furthermore, the survey also indicates that the low enrollment rates at the Center could not be attributed to competition from other institutions. According to the survey, 11.4% of the survey respondents had previously taken a graduate course in economics or

in teaching economics from another institution, whereas 13% of the survey respondents had enrolled in a course at the Center in the past. The main competitors listed included Miami University, Ohio State University, and the University of Dayton. However, a total of 21 other institutions were listed as places where courses in economics or in teaching economics had been offered. While this indicates that many other local universities do offer courses in economics or in teaching economics, there is not one single other university that is dominating the market share of this type of service.

The factor that did seem to be contributory to the low enrollment rates for the Center was the lack of sufficient and appropriate advertising of the Center and its services. Of the 193 teachers who responded to the survey, only 54 were previously familiar with the Center. This equates to only 28% of the survey population. This indicates either that the Center's amount of advertising was insufficient or that the Center was using advertising techniques that were not effectively reaching their target population.

According to the survey results, exactly half of the teachers who were previously familiar with the Center had become acquainted with the Center upon receiving a flyer mailed to their school. However, many teachers continued to be unfamiliar with the Center's programs although there were flyers circulating throughout their schools. This indicates that while mailing flyers to schools has been a moderately effective means of advertising in the past, it has proven incapable of reaching the majority of teachers.

As a result, it is recommended that a more personal approach be used in the Center's advertising techniques. For example, a representative from the Center could be sent to schools in the Center's service area to promote the Center's programs and classes.

Due to the fact that it much easier to disregard a flyer than it is to ignore someone who comes to speak at your place of employment, it is likely that this approach will be much more effective in informing teachers about the Center. Furthermore, a small sample of Center's educational materials could possibly be distributed to teachers to better inform them of what the Center has to offer. This will appeal to teachers because it will provide them with something free that could possibly be utilized by them in the classroom, and it will introduce them to educational materials available through the Center as well. In addition, the Center could publish a quarterly or semi-annual newsletter as a continual reminder of the Center and its services. Because nearly 60% of the survey respondents expressed interest in receiving information about the Center, it is likely that the majority of teachers will be receptive to these approaches.

Furthermore, the Center could increase enrollment by emphasizing those factors in their advertising that the survey showed would most propel teachers to take a course in teaching economics. For example, 59.1% of the survey respondents said that they would take a course with the Center in order to better assist their students on the Ohio Proficiency Exam. As a result, the Center can impress upon teachers the importance of teaching economics to students and how a course through the Center would better enable teachers to communicate economic concepts and principles to their students.

Another aspect that the Center needs to convey to teachers is that the Center for Economic Education is not a part of Wright State's College of Education. Comments on the survey indicated that many teachers are unhappy with Wright State's M.Ed. program. Disassociating the Center of Economic Education from the College of Education may

ease any qualms that teachers may have about taking a course with the Center due to negative experiences that they may have had in classes in the M.Ed. program in the past.

The Center can also work to increase enrollment rates by continuing to offer courses at the locations and times that are most preferred by teachers. The survey indicates that area schools (76.2% of survey respondents) and local universities (50.3% of survey respondents) are the most convenient places for teachers to take graduate courses. The most convenient times given to take a graduate course include weeknights (63.7% of survey respondents) and half-day courses on Saturdays (37.8% of survey respondents). Summer (58.5% of survey respondents) was listed as the most convenient quarter for courses to be offered, and the survey indicated that two-day weekend seminars (44% of survey respondents) were the most popular course length. However, there was no overwhelming consensus as to which time of year and which course duration is most preferred.

The content of the Center's courses is also important in ensuring high levels of enrollment. According to the survey, teachers preferred courses with titles such as "Economic Games and Simulations" and "Applications for Teaching Economics" over courses such as "The Environment and the Economy" and "Economic Forces in American History". This indicates that the Center should continue to offer more general types of courses about economics concepts and classroom applications of those concepts instead of courses that discuss economics as it applies to a specific subject matter, such as science or history. In addition, respondents of the survey expressed interest in courses that emphasized teaching techniques for students at different grade levels, particularly at the intermediate of secondary level. Therefore, the Center may want to consider courses

that are focused on the skills that students in grades 4-6 or grades 9-12 need to know and techniques that teachers can use to teach these skills, instead of only offering general courses that emphasize teaching techniques for students in all grades. Furthermore, there was moderate amount of interest (38.9% of survey respondents) for courses to be offered over the internet. Internet courses could be a non-traditional type of course that could draw some interest in the future.

In terms of price, the survey indicates that the level of enrollment would be more sensitive to an increase in price than it would be to a decrease in price. The Center should continue to offer its discount, since decreasing the price below \$143 per credit hour will cause many of the respondents to probably take more courses. However, the majority of respondents (72%) would definitely take fewer courses if the price were increased above \$143 per credit hour. Therefore, the Center should avoid raising their price above the \$143 per credit hour level.